46-1944

Young Hebrews Study Negroes At Ohio Camp

Daily World
Atlanta, Ga.

'New World A-Coming' Used As Main Theme

7-14-44

CLEVELAND.—(A N P) — More than 150 Cleveland Jewish youths returned from a weekend institute, under specifically trained concillors at Camp Wise, with a greater understanding and knowledge of the American Negro.

Theme for the period was "There is a New World A-Coming." In order to teach the counselors mass program techniques they were divided into six working units. Each presented a dramatization of one of those subjects; an African scene, slave markets, emancipation, post-civil-war days, and the modern Negro and his part in the current war. Such theatrical devices as skits, shadow plays, spotlight projections and pantomime were used.

So great was the interest in the topic of Negroes in America that discussion groups were spontaneously organized the next day.

Three-weeks before the en-campment Camp wise leaders held a social evening with the youth group of Triedstone Baptist Church at the Jewish Young Adult bureau. This was a part of their year round race-relations program.

7-14-44

Camp Wise, a summer camp located two miles east of Painesville, Ohio, is associated with the Council Educational Alliance Jewish settlement house in Cleveland.

Failure of U.S. to Protect Soldiers Hit at Institute

Afro American—Baltimore, Md.

Dr. Robert Weaver Tells Fisk Group Economic Stabilization Is Main Concern of Colored Man

7-22-44

By STAFF CORRESPONDENT

NASHVILLE — A constant sorespot in the thinking of colored people is that the government does not protect colored soldiers and is not responsible for their treatment in areas surrounding their camps, Dr. Robert C. Weaver said last week.

Director of the Chicago Mayor's Committee on Race Relations, Dr. Weaver was speaking at the American Missionary Association Race Relations Institute now in its third and final week at Fisk University.

The institute is being held under the auspices of the social science department, headed by Dr. Charles S. Johnson. Some 104 persons of both races from twenty-nine States and D.C. are in attendance. 7-22-44

A Changed Attitude

Colored people, Dr. Weaver said, have begun to look at their government in a new light. They are no longer satisfied with the appointment of a few advisors here and there.

They feel that any government which fails to maintain something near full employment isn't getting anywhere, he said, adding that colored people want some action which will bring on economic stabilization.

He indicated that in order to help solve the problems facing colored Americans, all liberals have got to pay a little more attention to who gets elected to Congress and not concentrate on the Presidential candidates.

Labor Groups Analyzed

Willard Townsend, international president of the United Transport Service Employees of America, another of last week's speakers, reviewed the policies of the various labor organizations.

He said people think too much "with their skins" and too little with their minds. Hitler must be defeated to be sure, he said, but we must win the social and economic equality at home as well. 7-22-44

Charles Houston, a member of the President's Fair Employment Practice Committee, told the institute that the South must align itself with the Democratic party or relinquish its present political power.

Vote for GOP Fatal

He said that if the South should vote for a Republican President in retaliation for the Supreme Court decision outlawing white primaries, its cause would be lost.

He added that if Southern States do not instruct their voters as Texas has done and President Roosevelt is re-elected, the Southern political system will receive a tremendous drubbing.

Frayser T. Lane, civic director of the Chicago Urban League, explained that inability of migrants to northern cities to adjust themselves to their new environment is the main cause of bad behavior and breeches of conduct.

Education of Migrants

He reviewed the work of his organization in educating new city residents, through public placards, sound trucks and public speeches in churches and other meetings, thus creating a feeling of dependency among them.

Countee Cullen, the well-known poet and author, opened this week's session with a program of poetry in the college chapel on Sunday. 7-22-44

The institute will close Friday with a panel and a summary.

Other speakers during this closing week are:

President Hugh Stuntz, Scarritt College for Christian Workers; Dr William J. Faulkner, dean of the Fisk Chapel; Miss Marguerite Bicknell, professor of economics and sociology at Scarritt; Lester Granger, executive secretary, National Urban League; Fred Brownlee, executive secretary; and Ruth Morton, director of schools, both of the American Missionary Association;

Ellsworth Faris, professor emeritus of sociology at University of Chicago; Marion Edman, associate professor of English, Wayne University; Grace Jones, race relations staff of the AMA; Z. Alexander Looby, NAACP legal staff; Will W. Alexander, co-director, race relations division, Julius Rosenwald Fund;

John Work, associate professor of music theory at Fisk; Margaret McCulloh and Herman Long, both of the AMA staff; Frank Loescher, professor of sociology at Randolph Macon College.

State, County Action Seen as Key to Racial Control

Afro American—Baltimore, Md.

NASHVILLE—The present system of racial control in America can be changed most effectively by State and county action, declared Dr. Arthur Raper, senior social science analyst for the Department of Agriculture at Fisk University July 13. 7-22-44

Speaking before the American Missionary Association Institute of Race Relations, Dr. Raper stated that the system, a continuation of European imperialism, operates as effectively against poor whites as against colored people.

Admitting a decline already in lynchings, he cited the action of Governor Kilby of Alabama, who sentenced nineteen men for participation over a two-year period in mob violence as indicative of the effectiveness of State control.

Oppose Higher Wages

He said further that increased racial tension has resulted in the South because of an insistence on higher farm wages, which are opposed even more than land ownership by colored persons.

At the same session, Guy B. Johnson of Atlanta, executive director of the Southern Regional Council, emphasized the need of continuously enlisting white groups to the cause of the colored people. 7-22-44

Discussing movements and strategems in race relations, he added that the kind of international relations achieved in the post-war world will help determine the strategies to be used in the fight for full citizenship.

Housing Problem Hit

The preponderance of slums among colored people and the lack of communication between colored and white groups in urban societies were termed by Cleo Blackburn, housing director of Indianapolis as largely responsible for race tensions.

The school finally was offered by Allison Davis, anthropologist at the University of Chicago, as the most strategic institution in America for effecting changes in racial and ethnic mores.

Summer Interracial Institute

People's voice—New York, N.Y.

The importance of improving inter-racial and group relations in this country during the postwar period is stressed in a summer institute course being offered by the New York School of Social Work of Columbia University. The institute, "Social Work and Cultural Conflicts," is being conducted under the supervision of Miss Mary E. Hurlbutt, Professor of Cultural Studies. 8-5-44

Leaders of various public, private and governmental institutions have already given lectures in this institute. Some of the speakers and their topics have been: Mrs. C. D. Newbern, personnel worker, War Department, Washington, D. C.—"Inter-racial Adjustments in an Employment."

Institute Delegates

Following are the new persons registered for the institute which ends July 21:

Henry C. Bradshaw, CPS, Camp No. 16, Kane, Pa.; Mary L. Brown, Meharry Medical College; R. A. Brown, Tennessee Valley Authority (TVA) Gilbertsville, Ky.; Stella F. Burgess, Intercultural Education Committee,

Sidelights on Race Relations Institute

Afro-American—Baltimore, Md.

Missionary Association's Race Relations Institute is now entering its third and final week. It is being held at Fisk University under the direction of the school's social science department headed by the noted sociologist, Dr. Charles S. Johnson. 7-22-44

The first week fifty-three persons of both races were in attendance. Last week, 109, and this week an equal number. They come from all sections of the country.

The institute marks the first time colored and white persons interested in race relations have sat down together in a real Southern community to discuss their problems.

Given Liberal Education

Many of the attendants are social workers, teachers, civic leaders who have come to the institute to learn techniques employed by others and to tell what they're doing in their own communities.

The majority are people, especially those from the South, who have come to learn, and they are getting a liberal and thorough education on colored people.

All Live in Dorms

All of the students live in the campus dorms and eat their meals on the campus or in the surrounding shops.

Because of warm weather, there is an informal air about the whole institute. Men have shed their formal coats and even the lecturers appear in sport shirts. Dr. Johnson himself came out of his coat. 7-22-44

By and large, all of the people act like normal human beings. They attend lectures, walk back and forth over the campus together—colored and white.

Southern Woman Impressed

One of the students is blond Marie E. Klein, white, a former student at the University of Chicago, who says she hails from Alabama and that her family would die if they knew she were here.

She says she is engaged to George Curry, a member of the 99th Pursuit Squadron's ground crew now overseas.

One Southern woman has decided after two weeks of the institute to learn techniques employed by others and to tell what they're doing in their own communities.

7-22-44

Evidence that word has spread that a police car with cops toured the campus evening. They appeared on a sightseeing tour.

is some variance of opinion whether or not some of the people who are in attendance will return to their communities with a greater understanding of problems rationally, but all are

is the fact that the judge-community as a whole is visiting on at Fisk.

Cops Tour Campus

Roy Gillespie, free-lance journalist of Cleveland, Ohio, who has been visiting on the campus for three days, was called home on Tuesday because of the critical illness of his mother.

To be sure there has been some variance of opinion in the form of questions to speakers, but what is going on at Fisk is the fact that the judge-community as a whole is visiting on at Fisk.

Evidence that word has spread that a police car with cops toured the campus evening. They appeared on a sightseeing tour.

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Philadelphia; Alice S. Butts, Hopewell, Va., Interracial Commission; Margaret I. Carter, professor of psychology, Fisk University; Lillian E. Cashin, professor of English, Fisk University; 7-22-44

Mrs. R. C. Cheek, Federated Women's Clubs, Nashville; R. E. Clay, building developer, State Department of Education, Nashville; Josie B. Crimson, member of Nashville F-TA, NAACP; M. S. Davage, Methodist Board of Education, Nashville; J. Herman Daves, Tennessee Valley Authority, Knoxville, Tenn.; Luce U. DuVivier, Haitian student in residence at Fisk University; Thomas Dyke, retired minister, Nashville, Tenn.;

Dorothy A. Elvidge, comptroller, Julius Rosenwald Fund, Chicago; Paul Edwards, TVA, Gilbertsville, Ky.; Mrs. Fred D. Estes, Tennessee Conference, Women's Society of Christian Service; Elizabeth P. Evarts, student, NYC; William H. Fort, public school principal, Nashville; Mrs. C. D. Fulton, Southern Presbyterian Church, Nashville; Roy L. Gillespie, free lance journalist, Cleveland;

Marjorie Green, social work apprentice, LeMoyne College, Memphis; Jerry Haigh, CPS Camp No. 16, Kane, Pa.; A. R. Halton, Central Church of Christ, Nashville; Frank W. Hastings, CPS Camp, State Hospital, Warren, Pa.; Vandi V. Haygood, director for fellowships, Julius Rosenwald Fund, Chicago; Nareda W. Holloway, Fisk student; Lillian Kelly, Bethlehem House, Chattanooga; Marie E. Klein, student, University of Chicago;

Kenneth Knipmeyer, CPS Camp, Gatlingburg, Tenn.; Emillio A. Lanier, professor of English, Fisk University; Ralph H. Martin, TVA, Fontana Dam, N.C.; Dorothy and Preston McCracken, Warren, Pa., State Hospital; Robert McDermot, CPS Camp, Kane, Pa.; John A. McFall, Nashville; 7-22-44

Alonzo G. Moron, housing manager, Atlanta; Muriel A. Moyland, office worker, Oak Park, Ill.; Lorenzo D. Parker, high school teacher, Nashville; J. T. Patton, minister and undertaker, Nashville; Marjorie Penney, director, Fellowship House, Philadelphia; Elizabeth W. Pierson, teacher, Marion, Ind.; H. Pope, Pullman Company representative, Nashville.

Benjamin Quarles, teacher Dillard University; Alice C. Reid, teacher, Bennett College; Constance H. Rumbough, Southern Secretary, F.O.R., Nashville; Marcy Schmoeger, office secretary, F.O.R., Nashville; Ocie L. Smith, Farm Security Administration, Little Rock, Ark.; Anna M. P. Strong, public school teacher, Arkansas; Dorothy K. Takechi, Fisk student;

Rachel Taylor, YWCA executive secretary, Nashville; Florence Teague, board of education, Methodist Church, Nashville; Cecil A. Thomas, CPS Camp No. 16, Kane, Pa.; Elvie C. Watts, Farm Security Administration, Little Rock; Janet Wellons, student, Pembroke (N.C.) State College; E. M. West, USO director, Salina, Kans.; Marian S. Williams, teacher, NYC;

Clara M. Wilson, Bethlehem Center, Birmingham; Ed. A. Wright, teacher, Peabody College, Nashville; Eleanor W. Wright, assistant director, Mayor's Committee, Chicago; George D. Moyland, formerly Henry George School of Social Sciences, Chicago; Doris M. Trafton, teacher, Farmington, N.H.; Sadie Daniels, director of physical education for women at Fisk.

Greater Participation Urged

Negro In Labor And Politics Discussed At Fisk Conference

Courier — Pittsburgh, Pa.

7-22-44

NASHVILLE, Tenn.—Dr. Robert C. Weaver of Chicago, Ill., director of the Chicago Mayor's Committee on Race Relations, and Charles H. Houston, member of the Fair Employment Practices Committee, held that a feeling of economic insecurity fosters competition and leads to tension between races, and that the most significant political development in the South is the increased participation of the Negro in organized labor.

These views were presented at the Institute of Race Relations which were concluded here at Fisk university on July 15.

OTHER SPEAKERS

Among the other speakers were Dr. Ira DeA. Reid, co-director of the Southern Regional council; Dr. Edwin R. Embree, president of the Julius Rosenwald Fund; Dr. Charles S. Johnson, Fisk sociologist; Fred L. Brownlee, executive secretary of the American Missionary association; T. Lynn Smith, head of the department of rural sociology, Louisiana State university; Dr. Ira C. Brown, visiting professor of social anthropology, Scarritt college, Nashville, and Frank Loescher, Randolph-Macon college sociology professor.

"Insecurity is a large factor in producing racial tension," Dr. Weaver declared. He said that removal of economic insecurity for all races and classes of people will go far toward solving many of our "so-called racial problems."

Houston, in addition to his stand on the Negro's participation in organized labor unions, declared that the South must not sanction election of a Republican President merely to protest recent Negro voting rights upheld by the present administration. 7-22-44

He added that "what happens in American race relations in the future will depend mainly upon what happens in the American economy."

He urged the South to "align itself with the program of the present Democratic administration or relinquish its political power."

"The Negro vote in labor elections," Houston continued, "has made voting in political elections the next natural step."

Willard Townsend, international president of the United Transport Service Employees of America, urged that Negro and white workers put aside irrationality and narrow racialism and adopt a "bread and butter philosophy" of mutual participation in interracial labor unions. 7-22-44

"We should think with our minds and not our skins," Townsend asserted, "and at the same time depend upon union leadership that is not promoted by self-interest."

WILBERFORCE UNIVERSITY OFFERS NEW COURSES IN AFRICAN STUDIES

Courier, Pittsburgh, Pa.

8-24-44

Wilberforce University sensing the tremendous changes that are apt soon to take place in Africa, is offering to American students courses in African Studies in the hope that it may help to prepare them to appreciate and possibly to cooperate in these anticipated changes.

8-24-44

Africa is no longer a far away place inhabited by European and American whites who have gone there for pruposes of exploitation, especially of the labour of the Natives. The real of mystery has been lifted. The battles in North Africa, in which many American Negroes took part, have made this continent our next door neighbour. The formerly dangerous voyage from Natal, in Brazil, to Dakar, in West Africa, has been reduced from five weeks of perilous travel to a "regular schedule of five hours." Africa is now a stepping stone for planes to the Indian and Pacific oceans. An American Negro unit of the army has crossed the Congo River to Brazzaville, French Equatorial Africa. President Roosevelt is reported to have reviewed Negro American troops in Monrovia.

8-24-44

Certainly Africa is going to mean far more to the young Negro of tomorrow than she has ever meant in the past. Our church has placed itself in a position to share in the development that is sure to come, through the extension of its work to include Central and East Africa, and through the assignment to this new Missionary field, one of our young, progressive and most promising Bishops—George W. Baber, and Wilberforce University under the leadership of its President, Dr. Charles H. Wesley, is preparing to offer its students and friends an opportunity to prepare themselves to share in the future development in this land of over 11,000,000 square miles and 160,000,000 inhabitants.

The courses in African Studies will probably get underway this Fall, and should interest Missionaries, Ministers, Scientists, Agriculturists, Mechanics, etc.

Any one wishing further information about this program should write to the President, Dr. Charles H. Wesley or to A. J. White,

8-24-44

Wilberforce University
Wilberforce, Ohio.

Brief Course on the Negro

Peoples Voice N.Y., N.Y.

NEXT WEEK'S FIVE-DAY COURSE on "The Negro And The Nation," sponsored jointly by the Carver School, Jefferson School and this newspaper (see page 3), is symptomatic of the rapidly changing relations of the Negro people to the rest of American society. As the traditional caste-like pattern of our society is disturbed, racial tensions develop, and increasing numbers of citizens find themselves thrust into the midst of a situation they do not know fully how to control. They turn more and more, to a study of the "Negro problem."

This is a wholesome development. There never was a time when it was more important for millions of white and Negro citizens to gain a functional understanding of this problem which now lies at the heart of the major tasks before our nation.

46-1944

BETWEEN THE LINES

The Plaindealer-
Kansas City, Kansas.

By Dean Gordon B. Hancock
For ANP

Doing Something About It

While discussion is an essential preliminary to constructive policies in the field of social planning, unless it is followed by decisive action it becomes merely a sounding brass or a tinkling cymbal. There is greater danger that the current talk on race relations may deteriorate into platitudinous generalities devoid of point or policy. 1-28-44

With the possible exception of the current war, race relations is doubtless the most discussed subject of current times. There is pressing need that something be done about these much discussed race relations. The cynics who are disparaging interracialism on the grounds that the interracialist begins and ends in belabored and often beclouded discussions which are not only too often devoid of results, but ofttimes devoid of sincerity, may have some point to their contention, however reluctant we may be to admit it.

Some years ago I addressed a group of students in a certain white college and at the conclusion of the address and discussion period of quite two hours, one of the students arose and asked what could be done about the situation we were discussing so enthusiastically. I replied that there was no set formula for alleviating conditions, but that if any group had the "doing spirit" they could find a hundred things to do and a hundred ways to do it. The doing spirit was the prime requisite for constructive action.

Those young white men went away and in two weeks I received a letter asking if securing a Negro high school in their county would not be a fine project. I forthwith replied in the affirmative. Within three months those young men had secured a high school for Negroes that the older whites and Negroes had been "discussing" for quite 10 years. Those young white men first became imbued with the doing spirit and when once this spirit possesses an individual or group something is always done about conditions.

Miss Florence Stubbs is a teacher of sociology in State Teachers college at Farmville, Va. She is a native of South Carolina and comes of one of its finest families and fine South Carolina families are really and truly fine. Without blast of trumpets or fanfare Miss Stubbs organized a course in relations ten years ago that has left a great impression on the student body of this great college. With thoroughness totally devoid of the crusade type of aproach, Miss Stubbs has gone about the matter of educating hundreds of young white women in interracial understanding.

Year in and year out Miss Stubbs invites Negro speakers to appear before her classes with the result her students have developed the highest respect for Negro personality. Their exposure to contacts with Negroes of the educated type have cleared much of their foggy misunderstanding of the possibilities of Negro worth and citizenship. It is safe to say there is no institution in the south or north for that matter where a more constructive job in race relations is being done.

These hundreds of young white women are going to be the wives and mothers of the rulers of the south and nation tomorrow. For them to carry into their lives the broader humane conceptions generated in the classes at Farmville is going to be a blessing to this nation. Miss Stubbs was not "falling in line" when she ventured to organize classes in race relations, she was pioneering in a field where too many over-cautious whites dared not enter. Miss Stubbs is not a Negro-lover in the traditional sense of the word. She is thoroughly American and southern, but more than these she is a humanitarian with broad sympathies. 1-28-44

Miss Stubbs sees clearly as more and more southerners must see that what she does for race relations is not merely a beneficence to the Negro race; but in her work she herself a patriot is rendering the highest service to her country and her beloved south by generating understanding that will bless the whites no less than the Negroes. It is a hope-inspiring occasion to see Miss Stubbs and her class of a hundred young women in action, to hear their pointed and pungent discussions and to witness their broad and constructive conclusions.

Something of vast importance is going on in quiet Farmville, where Miss Stubbs in her quiet way is making an indelible impression on the cause of race relations. She first had the doing spirit. She found something to do and had the courage and ability to do it. Doing something about it always follows the doing spirit! Miss Stubbs is a benefactor of mankind and many other kind speedily multiply.

Democracy In U. S. Text Books Urged

Courier-Pittsburg, Pa.
1-29-44

NEW YORK—Revision of the nation's school books "so as to eliminate biased reference to Negroes and other minority groups," was urged to 400 educators Saturday by Justice Hubert Delany of the Domestic Relations Court. The educators were gathered at Town Hall for the annual luncheon of the All-Day Neighborhood schools.

"Many text books do not now recount the contributions which minority groups have made to American life," Justice Delany charged.

Delany also urged the establishment of a committee in New York to study text books "to insure that books are selected accurately and see that the Negro is not held up to scorn or ridicule."

URGES OVERALL DEMOCRACY

"I want a history of America, showing what the various races have contributed," he said. "Our present books do now show what these races have contributed, especially the Negro.

Praising the All-Day Neighborhood Schools' program, which is directed by the Public Education association and the Board of Education, Delany condemned the average school program as being too short. He also proposed that the problem of intolerance be squarely met.

RACE BIAS, ENEMY OF NATION

"Race prejudice is not so much a problem of white against black," he pointed out, "as it is a weapon of those who seek to impress us all . . . to divide and conquer. The so-called bad school should be a challenge to the teacher."

Roi Ottley, author, and another Negro speaker alleged he saw "a post-war revolution unless groups like this take aggressive social action. 1-29-44

SAYS NEGRO IS ON MARCH

"The Negro is clearly on the march, and he is not going to be satisfied with second class citizenship.

"Although much reference is made in school and social circles to delinquency," he added, "for the most part, 'delinquency is a protest and a rebellion against the conditions under which both children and parents live."

Two All-Day schools are now under way here, Public School 33 in the Chelsea district and Public School 194, in West Harlem.

Rights And Duties In A Democracy

Journal & Guide-Norfolk, Va.
2-19-44

By LUTHER P. JACKSON

The History Of Negro History

ONE OF THE most hopeful signs in the creating of race pride among Negroes is the practice of teaching Negro history in the schools of the present day. Students of my day in college did not have Negro history for the simple reason that it did not exist. There were very few books on the subject to study, there were very few teachers who knew any Negro history to teach, and there was no well organized historical society to furnish historical literature and to serve as an agency for incorporating the subject in the school curriculum.

DR. JACKSON

Back of it all lay the fact that thirty years ago we had no trained historians to promote any such activity. The history of Negro history is not a history, then, which extends back many generations, but rather for one generation only.

Standing in sharp contrast to the youthful condition of Negroes in America in the study of their history is the situation among the whites. This group has had many historians for many generations, they have had numerous historical societies, and they have produced a vast quantity of "white" history. White historians have either been too preoccupied in writing the history of their own people, or they have felt that the Negroes have no history worth writing.

WOODSON FIRST TRAINED NEGRO HISTORIAN

Negro history, as a subject of instruction in schools, arose in America with Carter G. Woodson. This man was the Negro's first trained historian and his first professional historian. Receiving his Ph.D. from Harvard in 1912, Woodson was ready in 1915 to launch the Association for the Study of Negro Life and History. This society became our first well-organized historical society. I call it our first well-organized historical society because Woodson soon abandoned the school room in order to give all his time to writing and to directing research for this body. 2-19-44

With the rise of Woodson and the rise of an historical society, literature on the history of the Negro soon began to appear. Books came from the press and magazines came from the press. With the rise of Woodson came also other historians who were inspired by him. They began by attending his annual meetings and by writing occasional articles for his Journal of Negro History.

In time they moved beyond the article stage and likewise began to write books. Though beginning late and though having only one historical society, these scholars have produced a body of literature on the Negro which now commands the respect of white historians and white historical societies.

MOVEMENT EXTENDED INTO POPULAR STAGE

By 1926 Woodson was ready to extend his movement into the popular stage. In this year he created Negro History Week, a special time for Negroes all over the country to celebrate their history. Gaining momentum as the years have passed, Negro History Week has all but swept aside the Emancipation Proclamation celebration as the day for Negroes to look back over their past.

Today, this week is observed in thousands of schools and in numerous clubs and organizations outside of the schools. This swing to Negro History Week simply means that Negroes in America have at last become historical-minded and they have become race conscious. The two forces combined produce race pride.

Becoming race conscious and acquiring race pride is a most desirable condition, for it is only when Negroes respect themselves that they can command the respect of others. And it is only when Negroes begin to study their history that the whites begin to study it. The works of Woodson and the works of his followers, and all the literary productions of the Association for the Study of Negro Life and History are now found in many white university libraries and many white public class rooms. In their class rooms. Indeed there is reason to believe that in some places the white people are already reading and studying the history of the Negro on a wider scale than the Negroes themselves. In making inquiry about a certain book in a certain library recently I was amazed to discover that instead of this book being drawn by Negro readers it was being drawn by white readers.

2-19-44

WHITES WILL MAKE FORMAL STUDY

In time the whites are destined to pass beyond the mere possession of books on the Negro in their libraries to a formal study of the Ne-

COMMON HERITAGE
OF ALL MEN

Many American citizens do not know that poverty, enslavement, and hardships are the common heritage of all men. In order then for Negroes to gain morale and in order for whites to gain greater respect for them, each must turn to a greater study of the past of the Negro; for there is much in it to bolster the faint hearted and to support a greater equality and a more loyal Americanism.

Rights And Duties In A Democracy

Journal & Guide-Norfolk, Va.
2-12-44

By LUTHER P. JACKSON

A Token For The School Teachers Of Virginia

OPERATING the Negro school system of Virginia is a body of about five thousand people—teachers, professors, principals, supervisors, and other workers. At times I have berated this school group for the failure of the majority to pay the poll tax, to register, and to vote; but on this occasion I praise the teachers rather than criticize them. The month of February, the month of Negro History Week, is the time to honor the teachers of Virginia for their achievement in Negro history is outstanding among the teachers of the nation.

DR. JACKSON

The five thousand school marms and school masters of Virginia believe in the teaching of Negro life and history and they believe in making money contributions to promote research and publication in this field. They are loyal to the Association for the Study of Negro Life and History, because they support the annual Negro History Drive.

These teachers read Negro literature, many of them subscribe to the Negro History Bulletin, and they send to the Virginia State College each year small sums of money. These small sums added together make the large sum of five hundred, six hundred, or seven hundred dollars. For this accomplishment over a period of eight years I now, as a representative of the Associaton for the Study of Negro Life and History, give them solemn thanks.

TO RECEIVE GIFT BOOK

As an expression of esteem for the school workers of Virginia, the management of the Association for the Study of Negro Life and History and of the annual Negro History Drive has decided to give each of them a booklet. This small volume bears the title: "Virginia Negro Soldiers and Seamen in the Revolutionary War." They will receive this token this month. 2-12-44

This booklet lists the names of 179 Virginia Negroes who fought from 1776 to 1781 for the cause of American independence. With each name is given the county in which the patriot lived and also the branch of service in which he enlisted. It gives a short sketch of the military activities of half the 179, showing the regiment to which they belonged, term of service in the war, battles in which they fought, and reward for service after the war—rewards in the form of pensions, liberations from slavery, grants of land, and so forth. It gives a longer sketch of four particular soldiers and seamen and of one family.

"Virginia Negro Soldiers and Seamen in the Revolutionary War" lays stress on genealogy. In many cases reference is made to the fact that the descendants in the sixth, generation of a particular soldier still live in the county in which he lived. In six cases this fact is shown by giving the pictures of these present descendants. In one case the picture of one of the Revolutionary heroes himself is shown. Thus this booklet is an illustrated publication.

BOOK REPRESENTS
GRAND SEARCH

The subject matter of this token to the teachers of Virginia was not found in books in print in some library but rather in collections of papers and bound volumes in the original handwriting in the archives of the United States, the archives of Virginia, and the archives of counties and cities. The whole work represents one grand search for the "colored man" whose participation in the Revolution has previously been confined to only a few characters. 2-12-44

Though this booklet is a gift to the Negro teachers of Virginia it is the hope of the management of the Association and of the annual drive that the information it contains will be passed on to all the Negro school children of Virginia. And though this booklet was prepared primarily for Negro teachers it is the hope of the author that it will enjoy a wide circulation among the white teachers of Virginia and among the public at large in Virginia and in the nation. For to celebrate the achievements of Negroes is a function of all the people.

PARTICIPATION IN
ALL WARS

This volume further demonstrates the well known fact that Negroes have participated in all of the wars of America that have been labeled as wars for freedom. The race was advanced by each of the wars in the past. It is the presumption, then, that this group will likewise advance as a result of the present struggle.

Fisk University Professors To Teach 'African Culture

Defender-Chicago, Ill.
3-4-44

NASHVILLE—The study of African culture is as important and necessary as the study of European culture," is the opinion of Dr. Thomas E. Jones, president of Fisk university. Over 47 students who share this opinion, many from different islands of the Caribbean, from Central Africa, and from 20 states in the Union, have enrolled for courses in the university's department of social sciences to prepare for post-war problems of their countries, it was revealed recently by Mrs. Minerva H. Johnson, administrative assistant of the department.

This move probably makes Fisk lawyers and business men from Haiti; Miss Luce Duvivier, daughter of a former Haitian ambassador to the United States; Miss Elaine Engaged in the study of African languages and who for 11 years through the Institute of International Education and the State department in Washington, D. C.

Of course there were Negro scholars in the earlier days who made assertions that could not be proved. But these, at their worst, were mild in comparison with certain white scholars who have claimed, and still continue to claim, even the Ethiopians, a people, black and wooly-haired from the dawn of history, as white. The "master" race from the time of colonial Virginia to Hitler has done a terrific job of whitewashing colored peoples and individuals. Today, the process continues in America. Very Negroid Latin-Americans are inducted as white in the army and navy, while citizens whiter than Bilbo or Eastland are put in the Negro corps, the object still being to isolate the Aframerican so that the billions of dollars invested in his exploitation, and through him the poorer whites, can continue to bring in dividends.

NEGRO history has a brilliant future. It is bound to win. Even when the Negro was a slave, bound hand and foot, the so-called master race could not prove him inferior. As time goes on it will become more and more impossible to do this.

HISTORY REPEATS

Thomas Jefferson wrote very pessimistically about Negro mentality. How amazed he would be could he see the number of Negro college graduates today; Negro instructors in white colleges; Negro scientists and literary men. Yes, he would be as amazed as Julius Caesar would be could he see again the savage Britain he conquered. Historian, since

ROGERS SAYS:

Courier-Pittsburgh, Pa. 2-19-44

By J. A. ROGERS

Negro History Will Continue Until It Changes U. S. Concepts

THIS is Negro History Week and many, especially on the white side, might ask: Why Negro history? Why not the American and the world history of the other groups of which this nation is composed? The answer is that all these other groups, thanks to color of skin, are integrated into the American family while the Negro, because of the color of his, is still largely an alien, or worse. He is in a way a prisoner at the bar who is trying to prove to the court that the bad things said about him are not true. Or like one who finds it necessary to trot out all his good points in order to convince his employer that his record entitles him to a raise. Negro history is, in short counter-propaganda.

Mr. Rogers

Briefly Negro history arose in this way: In the days of slavery every effort was made to keep the Negro in a condition that his labor could be had as cheaply as possible and permanently so. The religion and the science of the times were pressed into service to prove that he was hopelessly a savage, born to serve white people; that he was the son of Ham, cursed by the Bible into eternal servitude. However, as time went on certain anti-slavery whites began to show that what was said about the Negro had also been true of the whites at stages of their history. Then, as certain of the Negroes became more educated, they, too, joined in and the fight against villifying of their people was on. Had the blacks been permitted finally to enter the American fold as say the Irish, who were once a very degraded and persecuted lot, Negro history would not have arisen. If it had, it would be as Nazi history is now—a sign of arrogance and inferiority of soul.

PROVES ONENESS
OF HUMAN RACE

Negro history will continue until it wears down the present American belief—a belief supported even by the federal government—that if you have one ancestor with a known Negro strain you are a Negro and are thereby a second class citizen. In several states it is still a libel to call one presumably white, a Negro. 2-19-44

SO MUCH for the propaganda side. Now for its spiritual aspect. Negro history makes for the genuine culture of both blacks and whites by showing that all peoples, no matter how far down at any time, have inherent possibilities for advancement. Really civilized white people—and this writer has the good fortune to know many—are delighted at Negro history because it proves to them the oneness of mankind; that when all is said and done there is only one race—the human race.

HISTORY teaches this one important truth: Peoples who are down may rise and peoples who are up will inevitably fall. Aristotle, who for 2,000 years was regarded as the world's greatest scientist, said that the whites of northern Europe were lacking "in intelligence and skill." Cicero bemoaned the fact that all Rome that the Egyptians and Ethiopians were "woolly-haired." Herodotus, who lived equally precise. Others say, that Negroes were colonial education. Courses in social Mars, professor of psychiatry at the from Panama City, Panama. Marry tors of our present civil-us (525-456 B. C.) could School of Medicine in Port-au-course, there was a later psychiatry and African languages Prince, Haiti, and who for 11 years wall from the Congo; Charles Meed-too, from which came studied mental and nervous dis-time to time. And orders in relation to cultural mixed changes.

Dr. Edwin S. Smith, former president of the Royal Anthropological Institute of Great Britain and Ireland and with more than 40 years' experience in Central, East, and South Africa is acting as special consultant. Miss Fatima Massaquoi, a Vai from the Republic of Liberia; Ramodoena Motsi, a bechuana from South Africa; and Akoko Adjei, a Ga from the Gold Coast, West Africa, are serving as informants.

Dr. Mark Hanna Watkins, professor of anthropology and sociology, a specialist in linguistics at Fisk university, is teaching Vai and other African languages.

3-4-44

Almost equally qualified are some of the students. They include three lawyers and business men from Haiti; Miss Luce Duvivier, daughter of a former Haitian ambassador to the United States; Miss Elaine Engaged in the study of African languages and who for 11 years through the Institute of International Education and the State department in Washington, D. C.

SEES DAY AHEAD 2-19-44

FOR HUMAN HISTORY

On the other hand, Negroes of population, too, gists could say, the originators of civilization. Of course white element

46-1944

School Course Gives Scientific Answers to Hitler Race Theories

Daily Worker—
New York, N.Y.

By Helen Fitzgerald

I sat alongside two men at a lunch counter the other day and overheard this fragment conversation. 3-9-44

"Hitler murdered millions of Jews. Why did he pick on them?"

"He used them as a scapegoat," said his companion.

"Yea, scapegoat? What's that? Why did he pick on them?"

Here the conversation came to an abrupt end. Apparently the man had no facts to explain what he meant.

How would you have answered the question? Are you equipped with facts to back you up? If you haven't or want to learn more the two-week morning seminar at the Jefferson School at 575 Sixth Ave. on "The Jewish People in the Wa and in the Post-War World" is for you. It starts March 20 and runs to March 31, Monday through Friday from 9 A. M. till 1 P. M.

RABBI MAX FELSHIN

Instructors Are Outstanding

Outstanding is an overworked adjective in newspaper stories, but that's what instructors in this course are—outstanding in many fields of Jewish life. They include men and women of varying political views and representatives of many Jewish organizations. Students will obtain a rounded picture of currents and viewpoints of today.

Here are some of the instructors: Dr. Gene Weltfish, member of the Anthropology Department of Columbia University and co-author with Dr. Ruth Benedict of "The Races of Mankind." 3-9-44

Dr. Joshua Bloch, chief of Newtory of the Jewish people from 1800 York Public Library's Jewish Divi- up to the present day.
sion, and formerly instructor in Semitic languages in New York University. He has authored "Solomon Schecter, an Appreciation," "Jewish Life in Oriental Countries," and "Josephus and Christian Origins."

Dr. Raphael Mahler, Ph.D., University of Vienna, former lecturer at Ascola, Jewish University in War-saw, has written "Sources of the History of Jews in Poland."

Rabbi Felshin Will Teach

Rabbi Max Felshin, of the Radio City Synagogue, also National Chaplain of the Jewish War Veterans and author of "The Way of Life," will also teach, as will Abraham Chapman, noted authority on Jewish life and English editor of the Morning Freiheit.

Subjects to Be Covered

And here are some of the subjects which will be covered in this two-week morning school:

On Monday, March 20, the origins of the Jewish people, their early history and their development to 1800 will be discussed by the instructor, Dr. Joshua Bloch.

The following morning, Dr. Raphael Mahler takes up the history of current times. There is pressing need that something should be done about these much discussed race relations. The cynics who are disparaging interracialism on the ground that the interracialist begins and ends in belabored and often beclouded discussions which are not only too often devoid of results, but ofttimes devoid of sincerity. may have some point to their contention, however reluctant we may be to admit it.

Starting off the second week, March 27, Abraham Chapman will deal with the rise of Hitler to power, and the fascist measures taken against the Jews. His lecture will also take up the stake of the Jews in the war and their contribution to victory. 3-9-44

Response to Course Enthusiastic

This ought to convey some idea of the comprehensive and thorough course this will be on the Jewish people, their problems and their future.

The response to the course has been enthusiastic, and, since only 75 pupils can be accommodated, a word to the wise is "Register Today."

If you are a night worker, a housewife, a trade union functionary, or a white collar worker, and it is possible for you to re-arrange your time to take in the seminar—make those plans now.

You'll be doing yourself a big favor, as well as the person who will turn to you for an answer to a knotty question.

Jersey Schools to Teach Race Unity

Afro-American
Baltimore, Md.

NEWARK, N.J. — (ANP) — "Tolerance and better understanding of other peoples and religions" will be next semester's program in the Newark schools, according to John S. Herron, superintendent, the first in New Jersey to include such objectives.

Commenting further, Mr. Herron stated: 1-15-44

"In a cosmopolitan city like Newark, with many racial and religious groups, we must stress unity between all groups. If education can't do it, nothing can. The schools can't do it all, but our schools and churches joining together can do much to wipe out intolerance in adults."

Herron said co-operation has been pledged by the New Jersey-Eastern Pennsylvania region of the National Conference of Christians and Jews, the New Jersey Goodwill Commission, and the Intra-cultural Education Committee of Newark.

BETWEEN THE LINES

By GORDON B. HANCOCK

Doing Something About It

Daily World-Atlanta, Ga.

WHILE DISCUSSION is an essential preliminary to constructive policies in the field of social planning, unless it is followed by decisive action it becomes merely a sounding brass or a tinkling cymbal. There is a greater danger that the current talk on race relations may deteriotate into platitudinous generalities devoid of point or policy. 1-23-44

With the possible exception of the current war, race relations is doubtless the most discussed subject of current times. There is pressing need that something should be done about these much discussed race relations. The cynics who are disparaging interracialism on the ground that the interracialist begins and ends in belabored and often beclouded discussions which are not only too often devoid of results, but ofttimes devoid of sincerity. may have some point to their contention, however reluctant we may be to admit it.

NO FORMULA

Some years ago I addressed a group of students in a certain white college and at the conclusion of the address and discussion period of quite two hours one of the students arose and asked what could be done about the situation we were discussing so enthusiastically. I replied that there were no set formula for alleviating conditions, but that if any group had the "doing spirit" they could find a hundred things to do and a hundred ways to do it. The doing spirit was the prime requisite for constructive action. These young white men went away and two weeks I received a letter asking if securing a Negro high school in their county would not be a fine project. I forthwith replied in the affirmative. Within three months these young white men had secured high school for Negroes that th older whites and Negroes had bee "discussing for quite 10 years

These young white men first became imbued with the doing spirit and when once this spirit possesses an individual or group something is always done about conditions.

SETS UP COURSE 1-23-44

Miss Florence Stubbs is a teacher of sociology in State Teachers college at Farmville, Va. She is a native of South Carolina and comes of one of its finest families and fine South Carolina families are really and truly fine. Without blast of trumpets of fanfare Miss Stubbs organized a course in race relations 10 years ago that has left a great impression on the student body of this great college. With thoroughness totally devoid of the crusade type of approach, Miss Stubbs has gone about the matter of educating hundreds of young white women in interracial understanding.

Year in and year out Miss Stubbs invites Negro speakers to appear before her classes with the result of her students have developed the highest respect for Negro personality. Their exposure to contacts with Negroes of the educated type have cleared much of their foggy misunderstanding of the possibilities of Negro worth and citizenship. It is safe to say there is no institution in the south or north for that matter where a more constructive job in race relations is being done.

SEEN AS BLESSING 1-23-44

These hundreds of young white women are going to be the wives and mothers of the rulers of the south and nation tomorow. For them to carry into their lives the broader humane concentions generated in the classes at Farmville is going to be a blessing to this nation. Miss Stubbs was not "falling in line" when she ventured to organize classes in race relations; she was pioneering in a field where too many over-cautious whites dared not enter. Miss Stubbs is not a Negro-lover in the traditional sense of the word. She is thoroughly American and southern but more than these she is a humanitarian with broad sympathies. Miss Stubbs sees clearly as more and more southerners must see that what she does for race relations is not merely a beneficence to the Negro race; but in her work she herself a patriot is rendering the highest service to her country and her beloved south by generating understanding that will bless the whites no less than the Negroes. It is a hope-inspiring occasion to see Miss Stubbs and her class of a hundred young women in action, to hear their pointed and pungent discussions and to witness their broad and

Alliance Jewish settlement house in this city. 2-15-44

Stimulated by a social evening program on the Negro contribution to the war. The youth group of the organization of discussion Church, the circles followed. divided into six to study some

Jewish Youths Study American Negro Life

She CLEVELAND — More than 150 spent with the youth group a Friedstone Baptist Church, near Camp Wise, Miss Negro, at working groups to s

TO TEACH AT GARRET BIBLICAL INSTITUTE

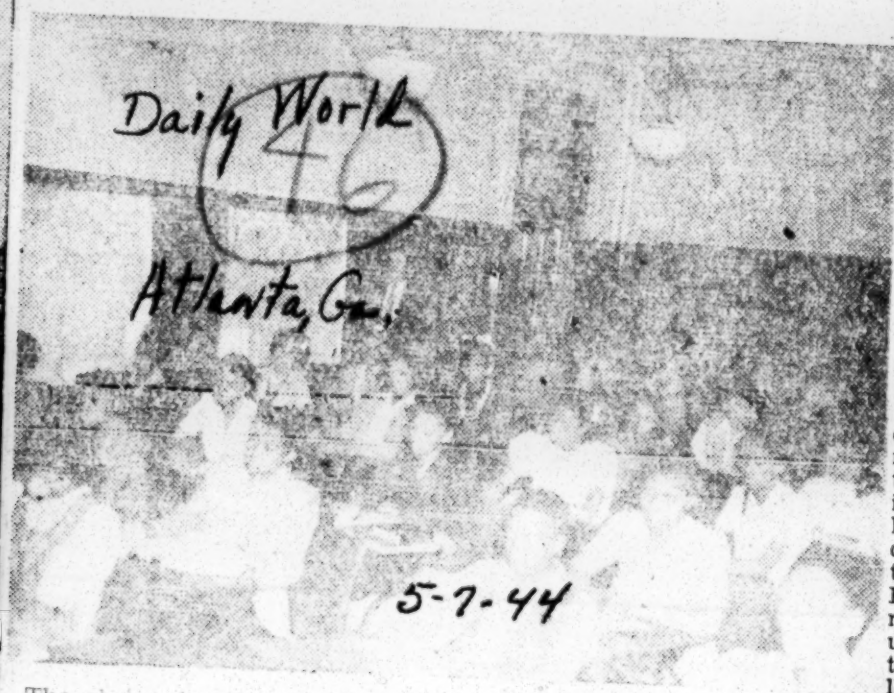
Tribune-Savannah, Ga.

Evanston, Ill — The bulletin of the Garret Bublical Institute summer school, released this week, announces that Dr. Horace Mann Bond, president of Fort Valley State college, Georgia, will conduct a course in "The Negro in American Life" during the 1944 summer school.

The summer school, a graduate department of Northwestern university, is this year a joint undertaking by four theological seminaries, including Garrett, Bethany Biblical seminary, the Evangelical Theological seminary and the McCormick Theological seminary. Offered for the first time during 1944, the new course will present the history of the American Negro minority, and deal principally with the institutional life of the Negro community in its economic, educational, political and social aspects.

4-13-44

Learning Vote Requirements



Daily World
Atlanta, Ga.
5-7-44

The above class is that of Prof. R. E. Cureton in Negro History at the Washington High School where current events brought out quite an interest in voting among the newly enfranchised teen-agers. Prof. Cureton is shown in the rear of the class which is copying a list of citizenship requirements from the front blackboard. The BTW teacher was instrumental in carrying down 85 of the between 250 and 300 ten-age voters who registered to vote this year.

Lincoln School Faculty Includes Four Colored

Tribune-Philadelphia, Pa.
1-1-44

CHICAGO, — (ANP) — A course catalogued as "The Negro People: Their Role in the Development of American Democracy," at the Abraham Lincoln School here, will be taught by William L. Patterson, assistant director of the school, and Dr. Metz T. P. Lochard, editor-in-chief of the Chicago Defender, member of the school's board.

The school, described as working "toward the ultimate destruction of fascism and the winning of a people's peace," opens its fourth term on January 10.

Other courses taught by Patterson include one titled "Africa and the Colonial World," and "India and the Atlantic Charter."

The school's other Negro instructors include Ishmael P. Flory, labor leader, and Harold MacAdoo, economist. The board of directors of the school is also represented by three other Negro leaders: Mrs. Maudelle Bousfield, principal of Wendell Phillips High School; Dr. Julian Lewis, of Billings hospital staff, the University of Chicago and Irene McCoy Gaines, prominent civic and social leader. 1-1-44

Concerning the school's efforts Mrs. Gaines has said: "It's phenomenal growth and acceptance has clearly demonstrated that the spirit and tradition of American democratic culture will prevail in the new order for which we are now fighting.

Dr. Wesley Asks Negro History Minus Hysteria

Defender
Chicago, Ill.
1-22-44

A plea for a sane approach to the study of Negro history and the inclusion of little known facts about the Negro's contribution to American history is voiced by Dr. Charles H. Wesley in an article, "History Minus Hysteria," appearing in the January issue of Negro Digest published here.

Dr. Wesley, Wilberforce university president, and widely known as a historian, while admitting that freedom in research and writing as well as teaching the role of Negroes in the American scene has progressed during the past forty years, points out that the framework for the presentation of the Negro has been generally poor.

Paramount among the neglected sections of Negro history are accounts of **African** civilizations from which American Negroes have come. Other little known facts about the Negro which need to be explored and included in historical accounts are the presence of Negroes in America before 1619, the activities of free Negroes who numbered 488,070 in 1860 and his participation in politics prior to the Civil War. 1-22-44

"In the treatment of our national development, the teacher should not fail to see opportunities to show the Negro as a factor with others in the agricultural developments of large areas of this country, in the controversy over states rights, the tariff, and other sectional issues. Presentations can be made of the music, literature, art and other unique contributions of the Negro to United States history," Dr. Wesley asserts.

St. Louis Women Ask For Negro History In City Schools

Courier-Pittsburg, Pa.
1-15-44

ST. LOUIS, Mo.—One of the most progressive steps ever taken by a group of St. Louis women was instituted last week by the Interracial committee of the St. Louis branch of the National Association of College Women, when it appealed to the boards of education of 17 major cities in the East, Midwest, and West, to include in their regular curriculum, a required course in Negro history.

The masterfully written letter, drawn up by the St. Louis committee, effectively points out that the past of the Negro has been so obscured and belittled by anti-Negro propagandists that little is known of their creditable record. The letter also lists the contributions made by the Negro to the intellectual and spiritual life of the nation as well as the names of some of those famous in their respective fields. The interesting letter closes with such thoughtful observations as, "the world must know that Negroes have always made the same progress as others wherever they have had equal opportunities for education and advancement . . ."

TO FOLLOW-UP LETTER

The St. Louis branch is following up this challenging letter by urging groups of teachers, clubs or other organizations in these cities to act as local sponsors of the project.

A copy of the letter was sent to the following cities: New York, Boston, Philadelphia, Baltimore, Md., Durham, N. C.; Atlanta, Nashville, Dayton and Cleveland, Ohio; Detroit, Gary, Ind; E. St. Louis, Ill.; St. Louis, Mo.; Kansas City, Mo., and Denver.

Members of the Interracial committee are: Clementine C. Reeves, chairman; Misses Altha M. Caldwell, Dorothy Hebron, Cynthia Bolt, Amanda Montgomery, Carrie Dawson, Adelle Deboe and Mmes. Sallie Parham, B. Bozeman, R. P. Watts, Henrietta Farrar and Corinne B. Thomas. President, St. Louis branch. 1-15-44

The committee urges all interested organizations to contact their local boards of education with the regard to the study of Negro history in their respective cities.

History Course Great Success!

Amsterdam News
New York, N.Y.

An In-Service Course for Teachers entitled "The Negro in the American Scene," sponsored by the New York City Board of Education and the City-Wide Citizens' Committee on Harlem, proved so successful during the last school term that it is being offered again this term. 2-19-44

The aim of the course is to present to Negro and white teachers the achievements of the Negro and his contributions to America, which have grown out of his life in the United States and the influences which have surrounded him. With this background of authoritative and scientific data, teachers of Negro children will be better equipped to stimulate and guide their pupils, and teachers of white children will be better prepared to function in the area of inter-racial and inter-cultural education.

Because the American scene changes so fast and because the place of the Negro in this scene is of such vital and far-reaching

15 Lectures Offered

There will be fifteen lectures given by well-known and recognized authorities in the general subjects concern, this course will give time-to-time information and direction to sources of understanding and new approaches to methods of interracial cooperation.

The course will be conducted at Junior High School 120, 1 East 120th Street, Manhattan, and will be held on Mondays from four to five-thirty o'clock beginning February 14 and "The Negro in the Social and Economic World," among the speakers will be Dr. Alain Locke, professor of philosophy, Howard University; Miss Gwendolyn Bennett, director, George Washington Carver School; Elmer Carter, member, Unemployment Insurance Appeal Board. 2-19-44

Included in the Negro in Government." Included especially for teachers who are entitled to alertness credit from the Board of Education. The general public is also invited.

Persons desiring to take the course should register with the coordinator, Dr. Abraham Ehrenfeld, principal of J. H. S. 120, 1 East 120th St., Manhattan.

Lillian Poses, regional attorney, Social Security Board; Miss Harriet Ida Pickens, executive secretary, Harlem Tuberculosis & Health Committee; Dr. Francis Turner, Junior High School Division, Board of Education; Dr. Caroline Zachry, director, Bureau of Child Guidance; Dr. George E. Haynes, executive secretary, Dept. of Race Relations, Federal Council of Churches; Dr. Alain Locke, professor of philosophy, Howard University; Miss Gwendolyn Bennett, director, George Washington Carver School; Elmer Carter, member, Unemployment Insurance Appeal Board. 2-19-44

Committee; M. Columnist; director, U. S. for N. Y. Ethical Culture Society; executive secretary; Charles A. Collier, Jr., executive